

Inspection of Blackbirds Playgroup Grassmere

St Mary's Centre, Grassmere Close, BOGNOR REGIS, West Sussex PO22 7NU

Inspection date: 28 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are excited to see the staff. They are confident and eager to explore, play and learn. Children enjoy accessing books throughout the day. For instance, they read stories with staff in the garden and talk about what they can see in the pictures. This enhances their communication and language skills.

Children develop their independence and sense of responsibility. For example, they learn to wipe their own noses and wash their hands. They behave well and learn the importance of being respectful to others, sharing and taking turns. For instance, they negotiate with their peers when caring for the dolls and pushing the buggies. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task.

Children are excited to play outside, where they have opportunities to explore nature, observe seasonal change and learn about the environment. For example, they enjoy taking part in a nature hunt to find insects and leaves. Children have opportunities to go on walks in the local community to feed the ducks, go to the library and to the shops. As a result, they feel a great sense of community.

What does the early years setting do well and what does it need to do better?

- The provider strives to make the setting the best it can be for the children and families. Children have regular opportunities to play outdoors and enjoy engaging in physical activities. For example, children have fun rolling and chasing cars down a piece of guttering.
- Staff support children's mathematical development effectively. For instance, they encourage children to count objects as they play and talk to the children about 'more' and 'less' than.
- The provider acknowledges that it has been challenging for them to recruit staff. The staff team is relatively small and there are new staff in position. Staff are knowledgeable about child development. However, the key-person system for some children is not always effective. On occasion, children do not benefit from consistent staff to support the next steps in their learning.
- Staff comment on the approachable nature of the provider and say they feel happy and supported in their role. The provider and manager carry out regular one-to-one meetings with staff. They provide good opportunities to identify the training that staff would like to attend to deepen their knowledge and skills.
- Staff interact positively with the children as they play alongside them. Children enjoy the variety of activities that the staff provide. They are curious to explore the different craft materials and independently gather additional resources to create their picture.

- Staff quickly identify any children who may benefit from additional support. They monitor their progress and work in partnership with parents and other professionals to support children's special educational needs and/or disabilities. The provider uses funding to purchase additional resources that best support children to make good progress.
- Staff encourage children to be independent. They provide a well-planned self-serve snack area. The children confidently serve their own snack, pouring a drink of water or milk and counting out their fruit.
- Staff encourage children's listening and attention skills during morning circle time. For example, the children enjoy singing songs together and taking turns to share what they have been doing at home. Staff introduce new words for them to hear when talking to the children about their home experiences.
- Children receive good support as they get ready to move on to the next stages in their lives and school. Staff share children's progress with parents, meet teachers and support children by attending their school visits with them. This helps children to feel very secure and ready for the next stage of their learning.
- Staff work extremely well with parents. Parents talk positively about the setting and are thankful for the support the provider gives to them. They work in partnership with parents and signpost them to services to help them as a family.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a clear understanding of their safeguarding responsibilities to keep children safe. Staff complete regular safeguarding training. They recognise signs that a child may be at risk of harm and understand the correct procedures to follow. The manager and staff have procedures in place to ensure the children are cared for in a safe environment. This includes robust recruitment, selection and induction procedures. Comprehensive risk assessments are completed for all areas of the setting and for visits to the local community. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen key-person systems so that the care and support for each child is as coordinated and targeted as possible.

Setting details

Unique reference number	EY382976
Local authority	West Sussex
Inspection number	10228479
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	9
Name of registered person	Crouch, Fay Kathleen
Registered person unique reference number	RP515252
Telephone number	07961824049 or 07572006386
Date of previous inspection	9 December 2016

Information about this early years setting

Blackbirds Playgroup Grassmere registered in 2008 and operates from St Mary's Community Centre in Felpham, West Sussex. The playgroup is open from 9am to 2.45pm on Monday, Wednesday, Thursday and Friday, during term time only. The playgroup receives funding to provide free early education to children aged two, three and four years. There are three members of staff who work with children, all of whom have appropriate qualifications at level 3.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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